



Montana Office of Public Instruction
Linda McCulloch, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies

Grade 4 - Topic 4 - Explaining Factors Causing Conflict and Cooperation Among Groups

Stage 1 - Desired Results

Established Goals:

- Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (GLE 4.2.3)
- Explain conditions, action and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements). (GLE 4.2.1)

Understandings:

- Students will know how conflict can be negative and positive.
- Students will know that many factors contribute to conflict.
- Students will know there are many and varied ways to resolve conflict.
- Students will know how to resolve a type of conflict.

Essential Questions:

- What is conflict?
- How does conflict influence cooperation in a group?

Students will know...

Students will be able to...

- Keep a reading response journal and review this information at intervals decided by the teacher.
- Make personal connections to conflict.
- Discuss specific conflicts
- Identify the variables that contributed to the conflicts.
- Write a comparison/contrast essay in reference to conflict.

Stage 2 - Assessment Evidence

Performace Tasks:

- Students will keep a reading response journal that will reflect their responses to character's reactions to conflict.
- Students will keep a Conflict Chart that will display their understanding of conflict.
- Students will use journal to discuss conflict in small groups or whole group.
- Students will write a comparison/contrast essay, comparing a conflict they have had, to one that a character has, in a story they have read.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

Discuss Essential Questions

20 minute session:

Begin with a classic game of "Musical Chairs":

1. Place chairs in a circle with one fewer chair than there are students.
2. Play music and have the children walk around the chairs.
3. Tell students that when the music stops, they should quickly find a seat.

Once they have done this and one person has nowhere to sit. Did this situation cause a CONFLICT? How did the person left out feel? Challenge the group to find a way for everyone to have a seat. Children can sit on each other's laps, stand on the rungs connecting chair legs, or squeeze next to someone else on the same seat.

Continue with a few successive rounds in which an additional chair is removed each time. Every time the group accommodates someone who would normally be excluded in a traditional game of Musical Chairs, compliment the students on their creative way to solve conflict.

With each new round, the students will have more contact with each other and will be challenged to work even harder to find ways to solve conflict.

20 minute session:

1. Write "conflict" on the board and ask the class for a definition. (If they need help with a definition, explain that a conflict is a disagreement between two or more people, and give a few examples.)



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2. Ask the class: What do you think of when you hear the word “conflict”?
3. Have the class brainstorm all the associations they have with the word “conflict”.
4. List their ideas on the board or create a web chart.
5. Conduct a class discussion using the following questions:
 1. Which words are negative? Which are positive? Which are neutral?
 2. Why do you think there are more negative words about conflict than positive or neutral ones?
 3. Describe a conflict you’ve had. Would you say it was positive or negative?
 4. Can anyone describe a conflict that ended in a positive way (where everyone involved felt good at the end or things changed for the better as a result)?

20 minute sessions:

Explain that when there is a conflict, there is a problem.

When trying to resolve conflicts, it helps to have a way to think about the problem and to attempt to solve it.

Place the following steps on the board:

Define the problem.

Brainstorm solutions.

Choose a solution and act on it.

Go over each step with the class.

Point out that before the problem solving begins, the people in the conflict have to agree to work it out. In order for problem solving to work, they have to agree to really try to work it out, and to not yell or call names. They want to DE-escalate the conflict, not escalate it.

Emphasize that in step two they want to come up with as many possible solutions as they can.

In step three they want to choose a solution(s) that is win-win.

Encourage students to define problems in a way that does not affix blame.

20 minute sessions:

In preparation for these sessions,

- 1) students should have experience with personal reading response journals.
- 2) teacher should choose one of the books from book resource box. Book will be read as a class read-aloud by the teacher.
- 3) teacher should staple one copy of Conflict Chart into a Reading Response Journal for each student.
 1. Write the following prompt on the board, “Have you ever had a problem or conflict with another person? Write about a problem or conflict, and include an example.”
 2. Explain that the problem or conflict does not have to involve physical confrontations.
 3. Provide an example for students, such as disagreement with a friend, to ensure that students understand the question.
 4. Allow students five to ten minutes to respond in their reading response or writing journals.
 5. Once students have written their responses, ask them to share their responses with the class or in small groups.
 6. Explain that like the problems they have had in their own lives, characters in the stories we read also experience conflicts and challenges

20 minute session:

1. Discuss TYPES OF CONFLICT Make overheads of the attached resources to aid instruction.
2. Discuss Conflict Chart
3. Pass out Reading Response Journals
4. Introduce new book.

Daily 20 minute sessions:

1. Read for 15 minutes
2. 5 min. Model a Reading Response Journal entry
3. Model entries for a few days after read-aloud
4. After reading have students make entry in their Reading Response Journal—with an emphasis on conflict.
5. As example of conflict appear in book, model recording conflict on Conflict Chart.
6. As determined by teacher students will use journals to discuss conflict in small groups or whole group.
7. After read-aloud is complete have students write a comparison/contrast essay, comparing a conflict they have had to one that the main character has in a read-aloud.

Vocabulary:

conflict, misunderstandings

Review: listening skills, taking turns



Model Lesson Plan

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Teacher's Resources

Book Resources:

Eagle Song by Joseph Bruchac
Who Will Tell My Brother? By Marlene Carwell
Slash by Jeannette Armstrong
A Really Good Brown Girl by Marilyn Dumont
Flint's Rock by Hap Gilliland

Types of Conflict

Character vs. Character Conflict

This type of conflict finds the main character in conflict with another character, human or not human.

Example:

"The new one is the most beautiful of all; he is so young and pretty." And the old swans bowed their heads before him. Then he felt quite ashamed, and hid his head under his wing; for he did not know what to do, he was so happy, and yet not at all proud. He had been persecuted and despised for his ugliness, and now he heard them say he was the most beautiful of all the birds.

The Ugly Duckling by Hans Christian Anderson

Character vs. Nature Conflict

This type of conflict finds the main character in conflict with the forces of nature, which serve as the antagonist.

Example:

It's a Truffula Sees.

It's the last one of all!

You're in charge of the last of the Truffula Seeds.

And Truffula Trees are what everyone needs.

Plant a new Truffula. Treat it with care.

Give it clean water. And fee it fresh air.

Grow a forest. Protect it from axes that hack.

Then the Lorax

and all of his friends

may come back.

The Lorax by Dr. Seuss

Character vs. Society Conflict

This type of conflict has the man character in conflict with a larger group: a community, society, culture, etc.

Example:

"I'm tired of living in a hole," said Jenny.

"Let's fight for freedom!" cried Bouncer. "We'll be soldiers! Rough-riding Rowdies! I'll be the general and commander-in-chief!"

The Island of Skog by Steven Kellogg

Character vs. Self Conflict

In this type of conflict, the main character experiences some kind of inner conflict.

Example:

Finally, Sam's father said, "Go to bed now. But before you go to sleep, Sam, tell yourself the difference between REAL and MOONSHINE."

Sam, Bangs & Moonshine by Evaline Ness



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CONFLICT CHART

Character vs. Character Conflict	Character vs. Nature Conflict	Character vs. Society Conflict	Character vs. Self Conflict